# The TEACHOUT project: Research in education outside the classroom - a strategy for school health promotion

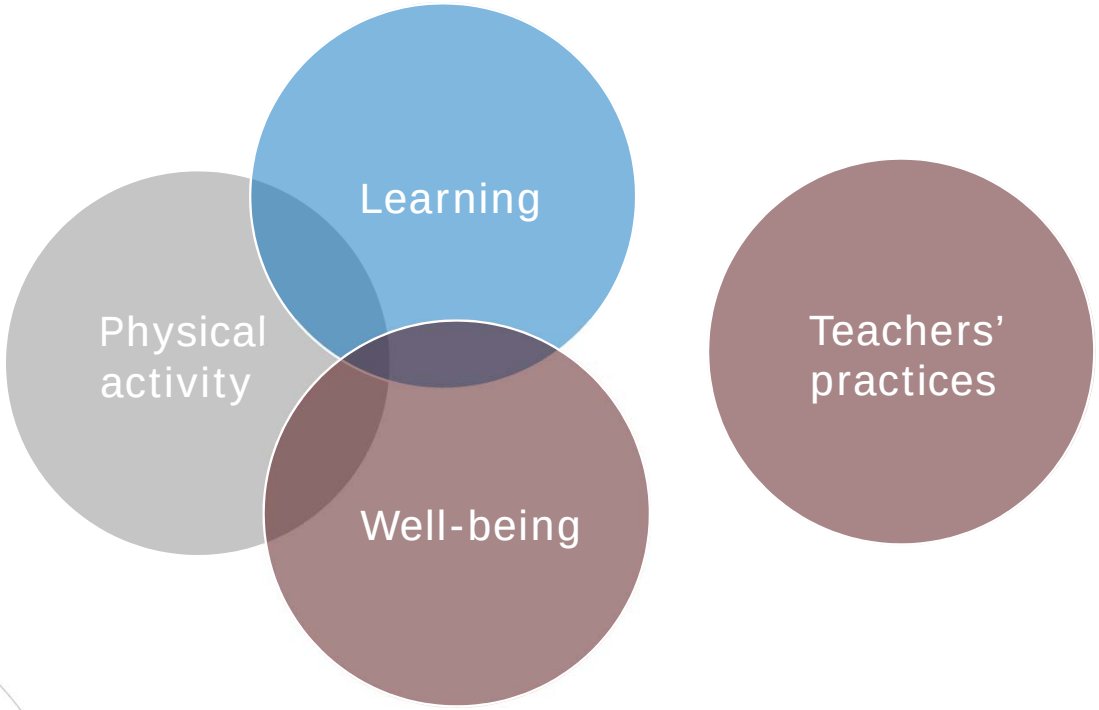
Mads Bølling, PhD, Ma (Ed) in educational sociology
Health Promotion, Steno Diabetes Center Copenhagen (SDCC)

SHE Research group meeting, June 19th
The University of Iceland, School of Education, Reykjavík

# The TEACHOUT project (2014-2018)

## 1-year quasi-experimental intervention study

Med støtte fra TrygFonden




UNIVERSITY OF COPENHAGEN
VIA University College
Steno Diabetes Center Copenhagen
University of Southern Denmark

Ref.: [18]

# 10 minute agenda

What is education outside the classroom (EOtC)?

Design and methods of the TEACHOUT study

Two lessons learned

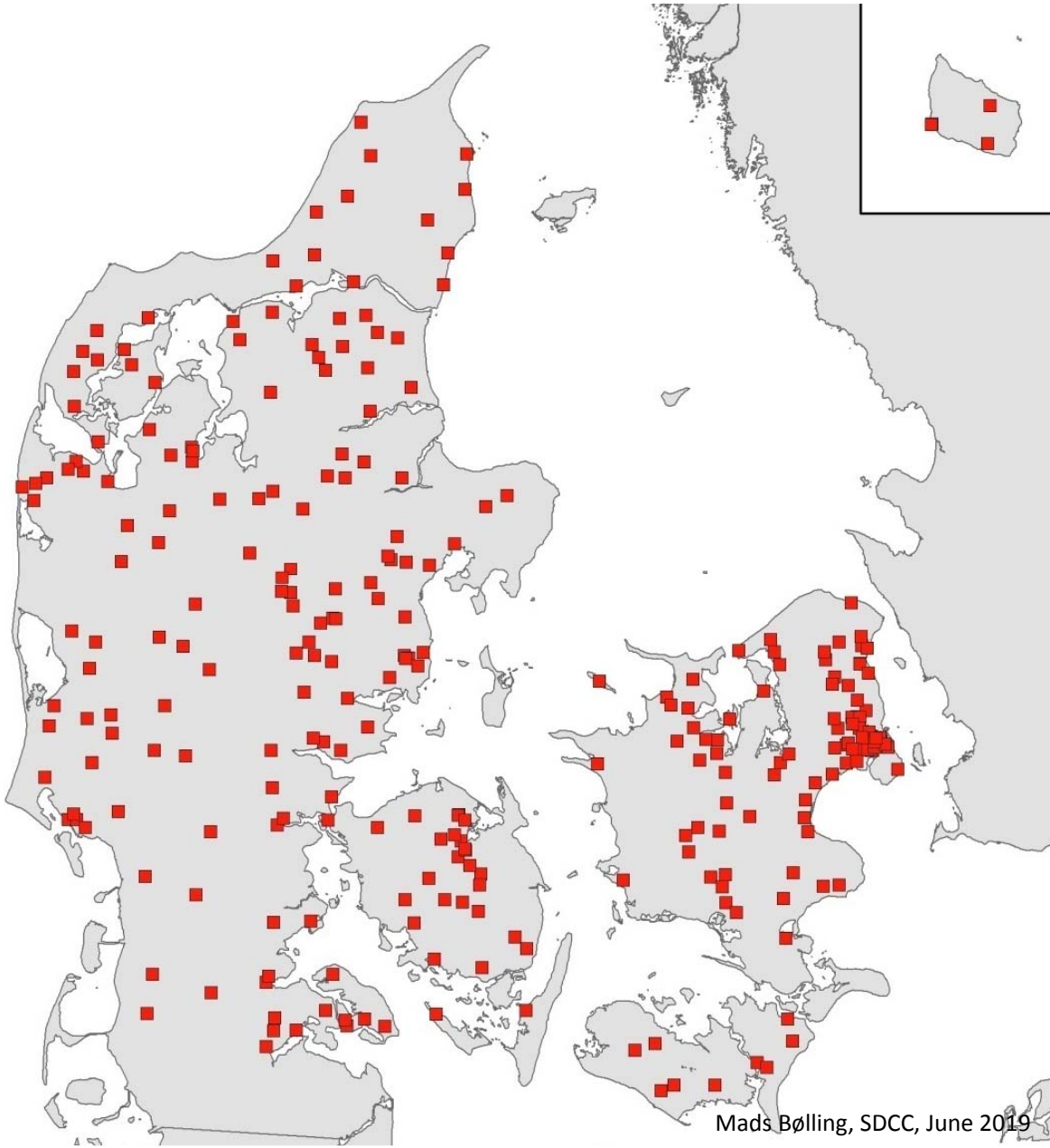
# Education outside the classroom (EOtC)


Mads Bølling, SDCC, June 2019

# Provision of EOtC

EOtC is practiced in several Northern European countries [1], e.g. **England** [2], **Germany** [3,4], **Norway** [5-7], and **Scotland** [9].

**Denmark:** ≈19% of schools have some classes using EOtC on a regular basis (every or every second week) [16].



Map: Bentsen, P. et al. (2010). The extent and dissemination of udeskole in Danish schools. *Urban Forestry & Urban Greening*, *9*(3), 235–243.

Mads Bølling, SDCC, June 2019

# EOtC: a viable approach to integrating health promotion in schools

EOtC is an 'add-in' approach to health promotion and disease prevention **aligning with schools' core business** – learning and well-being of children – by varying the learning environment and teaching methods;
not additional resources or extra-curricular activities [10].

**TEACHOUT findings:** regular practice of EOtC is positively associated with

- Pupils' social well-being (prosocial behavior) [11]
- Intrinsic school motivation [12]
- New social relations [13]
- Reading competence [14]
- Physical activity of boys (20 min./day for a week with EOtC) [15]

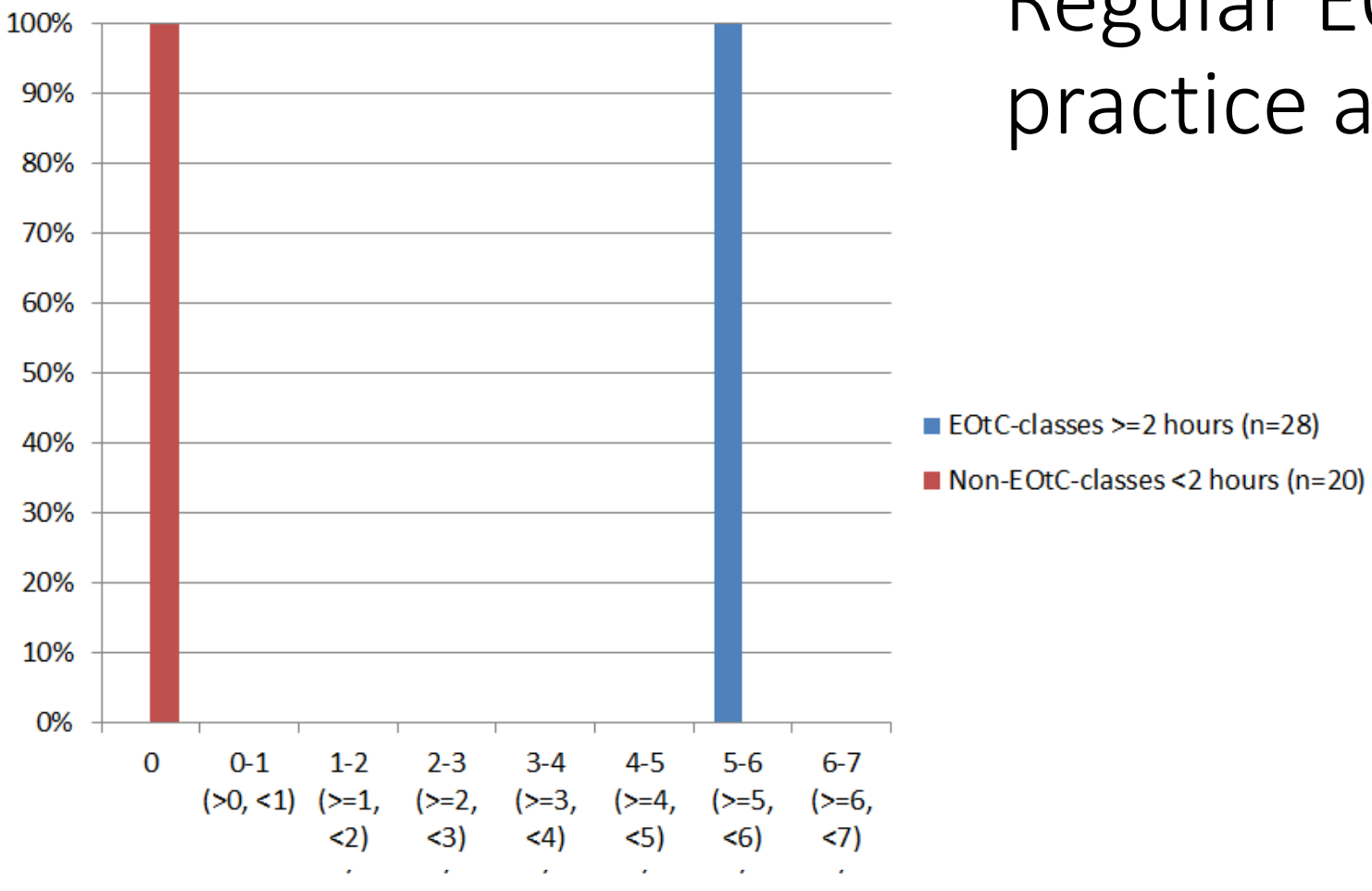
Small to medium effect sizes.

# **The TEACHOUT study**

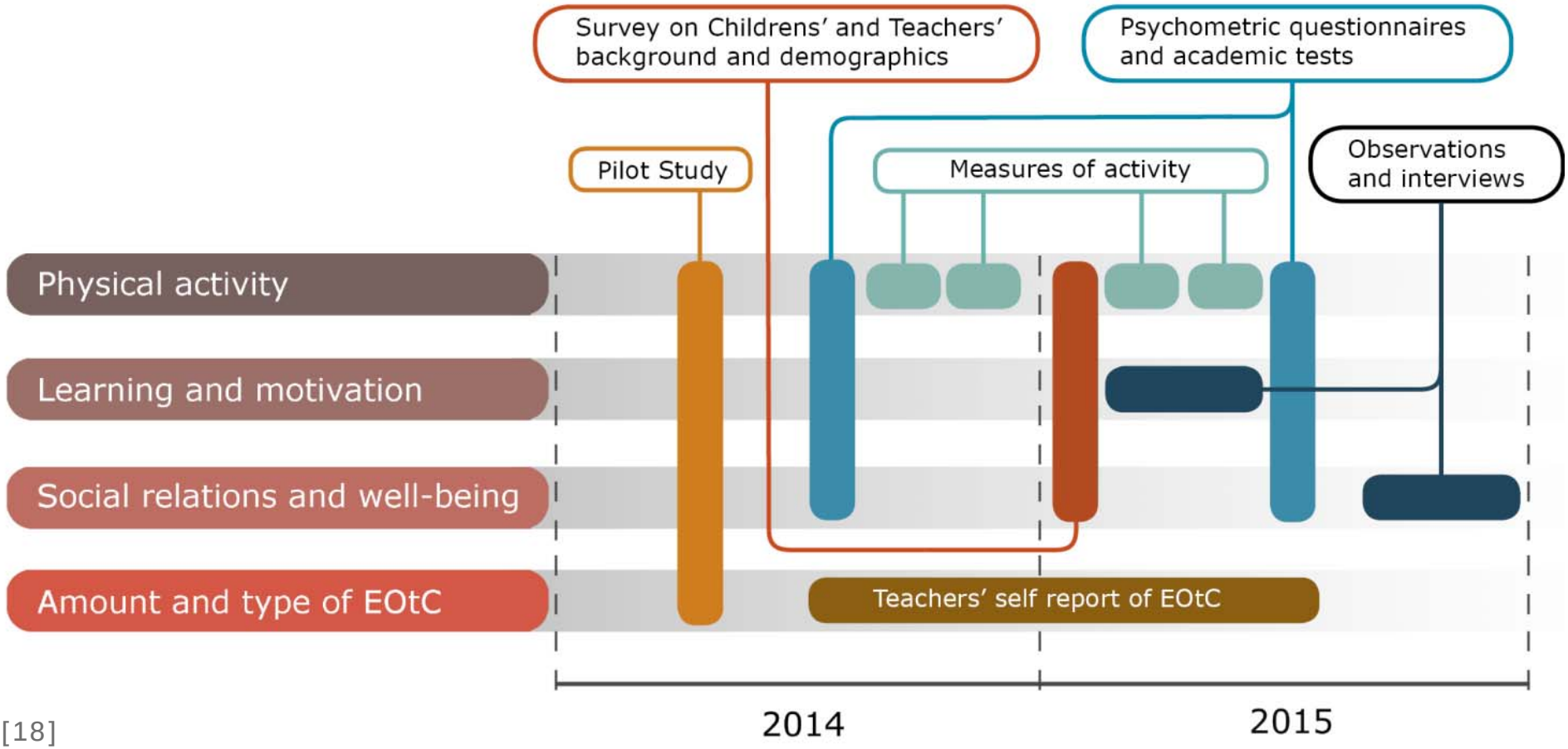
Whether 5 hours of EOtC a week, in 1-2 weekly sessions, is associated with aspects of children's health and learning?

Ref.: [19]

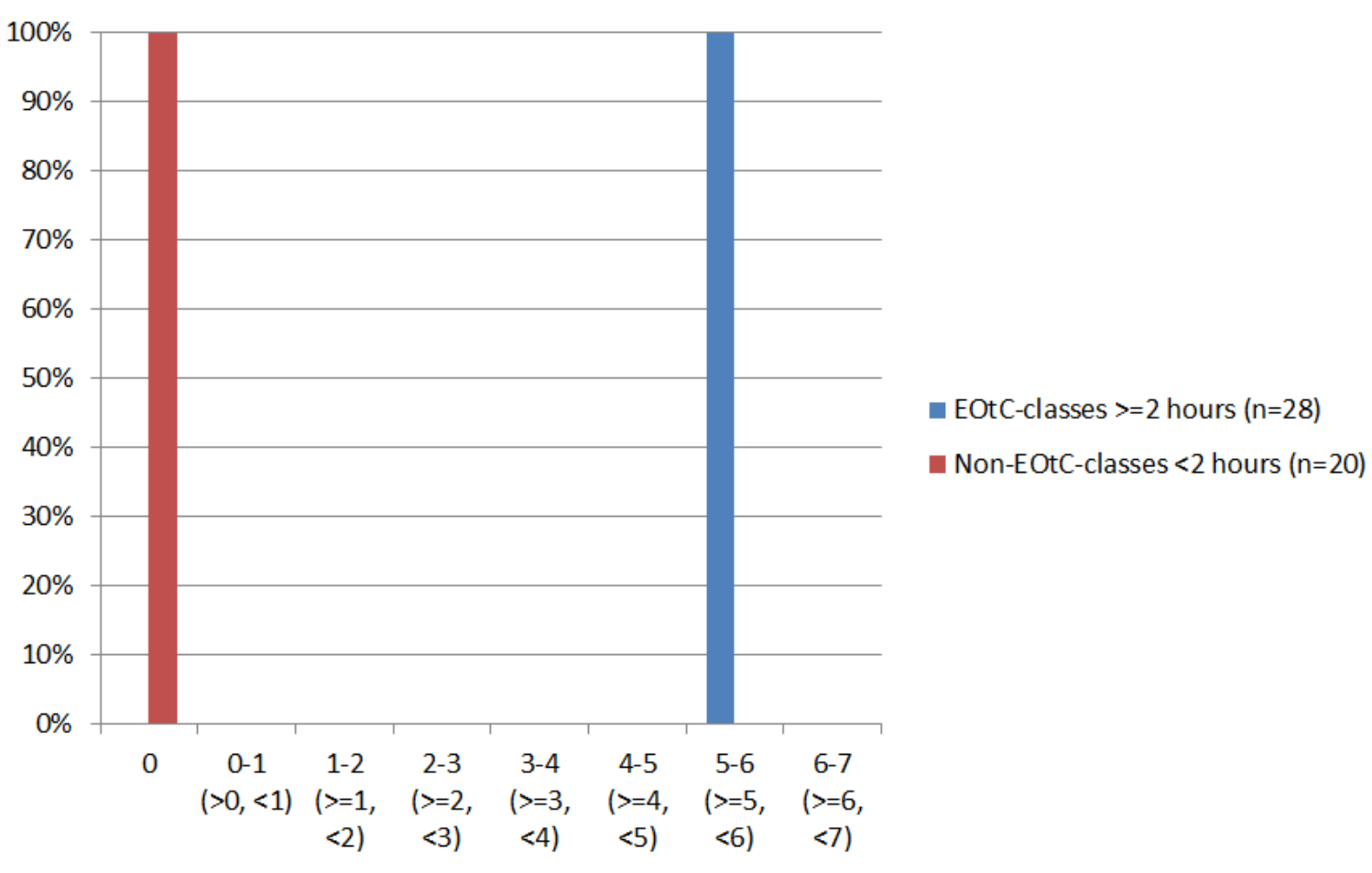
# Regular EOtC vs. practice as usual



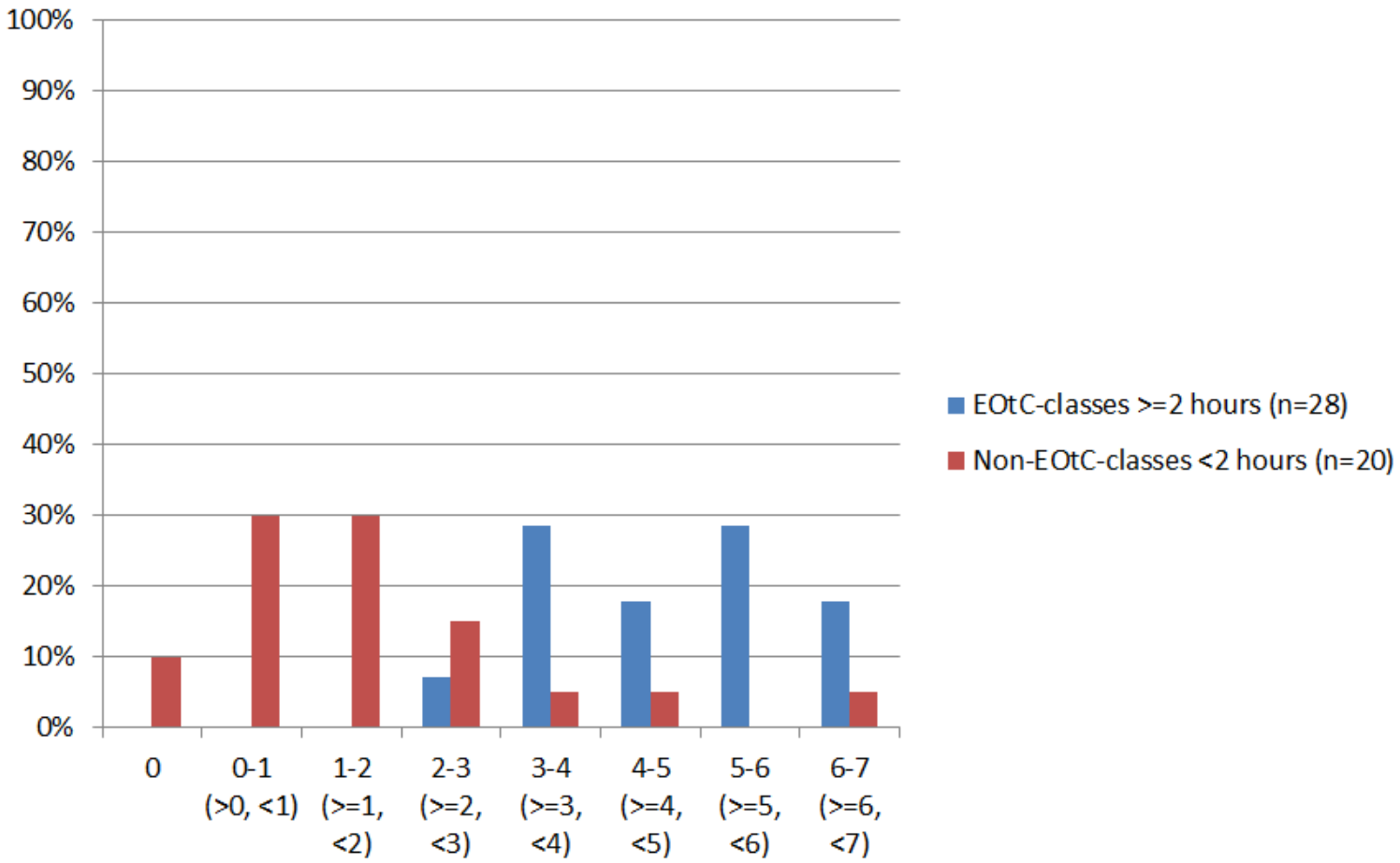
# Project overview and data collection




Ref.: [18]




Mads Bølling, SDCC, June 2019


100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
0
0-1 (>0, <1)
1-2 (>=1, <2)
2-3 (>=2, <3)
3-4 (>=3, <4)
4-5 (>=4, <5)
5-6 (>=5, <6)
6-7 (>=6, <7)
EOtC-classes >=2 hours (n=28)
Non-EOtC-classes <2 hours (n=20)

Ref.: [19]

# Lessons learned

**#1** Randomised controlled study not feasible
– no interest from teachers to participate.

**NEXT study:** Waiting list design, and making RCT approaches meaningful for teachers – strong evidence should be important to them.

**#2** Teachers are willing to self-report quantitative implementation and process data – with high frequency and acceptable validity.

**NEXT study:** Having teachers to report data that is meaningful for them, and on-going interaction and interest in their effort (both in intervention and control group) to strengthen compliance.

@madsboelling
#udeskole
#EOtC
#TEACHOUTdk

# Thank you!

mads.boelling@regionh.dk

# References


1. Bentsen P, Ho S, Gray T, Waite S. A global view of learning outside the classroom. Children Learning Outside the Classroom: From Birth to Eleven. 2017:53.
2. Waite S, ed. Children Learning Outside the Classroom. From Birth to Eleven. 2ed ed. SAGE Publications; 2017.
3. Gräfe R, Harring M, Sahrakhiz S, Witte MD. Lernen und Bildung in der Draußenschule. Ein Unterrichtskonzept zur Schulentwicklung und Schulöffnung [Education and learning in the outdoor school. A teaching concept for development of schools]. Grundschulzeitschrift. 2018;29(287):10-15.
4. Sahrakhiz S, Harring M, Witte MD. Learning opportunities in the outdoor school–empirical findings on outdoor school in Germany from the children's perspective. Journal of Adventure Education and Outdoor Learning. 2018;18(3):214–226.
5. Fiskum TA, Jacobsen K. Individual differences and possible effects from outdoor education: long time and short time benefits. World Journal of Education. 2012;2(4):20.
6. Jordet AN. Outdoor schooling in Norway - research and experiences. In: Rapport Fra Konferencen: Sundere, Klogere Og Gladere Børn. Udeskole – Læring Med Hjerne, Hjerte Og Krop [Report from the Conference: Healthier, Wiser and Happier Children. Education Outside the Classroom - Learning with Brain, Heart and Body]. Branbjerg University College, Jelling, 24th-25th January: VIA University College; 2008. http://nmr.mallverkstan.net/filer/filer/1000/konferencerapport_udeskole_05_08_web.pdf#page=38.
7. Jordet AN. Klasserommet Utenfor : Tilpasset Opplæring i et Utvidet Læringsrom [The Classroom Outside: Adapted Education in an Extended Learning Space]. Oslo: Cappelen Akademisk Forlag; 2010.
8. Bentsen P, Mygind E, Randrup TB. Towards an understanding of udeskole: education outside the classroom in a Danish context. Education 3-13. 2009;37(1):29-44. doi:10.1080/03004270802291780
9. Beames S, Higgins P, Nicol R. Learning Outside the Classroom: Theory and Guidelines for Practice. New York & London: Routledge; 2012.
10. Bentsen P, Bonde AH, Schneller MB, Danielsen D, Bruselius-Jensen M, Aagaard-Hansen J. Danish 'add-in' school-based health promotion: integrating health in curriculum time. Health Promot Int. 2018. doi:10.1093/heapro/day095
11. Bølling M, Niclasen J, Bentsen P, Nielsen G. Association of Education Outside the Classroom and Pupils' Psychosocial Well-being: Results from a School Year Implementation. Journal of School Health. 2019;89(3):210-218. doi:https://doi.org/10.1111/josh.12730
12. Bølling M, Otte CR, Elsborg P, Nielsen G, Bentsen P. The association between education outside the classroom and students' school motivation: Results from a one-school-year quasi-experiment. International Journal of Educational Research. 2018;89:22-35. doi:10.1016/j.ijer.2018.03.004
13. Bølling M, Mygind E, Pfister G, Nielsen G. Education outside the classroom and pupils' social relations? A one-year quasi-experiment. International Journal of Educational Research. 2019;94(1):29-41.
14. Otte CR, Bølling M, Stevenson MP, Nielsen G, Bentsen P, Ejbye-Ernst N. Education outside the classroom increases children's reading competencies: results from a one-year Danish quasi-experimental study. Accepted in International Journal of Educational Research. 2019. doi:10.1016/j.ijer.2019.01.009
15. Schneller MB, Duncan S, Schipperijn J, Nielsen G, Mygind E, Bentsen P. Are children participating in a quasi-experimental education outside the classroom intervention more physically active? BMC Public Health. 2017;17(1):523.
16. Barfod K, Ejbye-Ernst N, Mygind L, Bentsen P. Increased provision of udeskole in Danish schools: An updated national population survey. Urban Forestry & Urban Greening. 2016;20(Supplement C):277-281. doi:10.1016/j.ufug.2016.09.012
17. Bentsen P, Jensen FS, Mygind E, Randrup TB. The extent and dissemination of udeskole in Danish schools. Urban Forestry & Urban Greening. 2010;9(3):235–243.
18. Nielsen G, Mygind E, Bolling M, et al. A quasi-experimental cross-disciplinary evaluation of the impacts of education outside the classroom on pupils' physical activity, well-being and learning: the TEACHOUT study protocol. BMC Public Health. 2016;16(1):1117. doi:10.1186/s12889-016-3780-8
19. Bølling M, Nielsen G, Otte CR, et al. Feasibility of an online instrument to monitor school-based outdoor learning interventions. Unpublished manuscript.


Mads Bølling, SDCC, June 2019